



14. Listen to the conversation and fill in the missing words.

A *ahla wa sahla.* أ أهلاً وسهلاً.

B *ahlan fiiki.* ب أهلاً فيكي.

A *ana \_\_\_\_\_ Emily.* أنا \_\_\_\_\_ اميلي.  
*énte \_\_\_\_\_ ésmak?* انت \_\_\_\_\_ اسمك؟

B *ésmi \_\_\_\_\_.* ب اسمي \_\_\_\_\_.

A *ana \_\_\_\_\_ ostraalya.* أنا \_\_\_\_\_ استراليا،  
*ana \_\_\_\_\_.* أنا \_\_\_\_\_،  
*énte mneen?* انت منين؟

B *mén \_\_\_\_\_.* ب من \_\_\_\_\_،  
*ana \_\_\_\_\_.* أنا \_\_\_\_\_،

A *ana \_\_\_\_\_.* أنا \_\_\_\_\_،  
*w énte shu \_\_\_\_\_?* و انت شو \_\_\_\_\_؟

B *ana \_\_\_\_\_.* أنا \_\_\_\_\_،  
*énte \_\_\_\_\_?* انت \_\_\_\_\_؟

A *ee, ana \_\_\_\_\_.* آيه، أنا \_\_\_\_\_،  
*w énte?* و انت؟

B *la, ana \_\_\_\_\_ mézawwej.* ب لا، أنا \_\_\_\_\_ متزوج.

Now work with a teacher or classmate. Imagine you have just met for the first time. How much can you find out about each other? If you find that you have the same name, nationality, profession or marital status, you can add the word *kamaan* كمان (also) and the end of your statement.

**FUNCTION B: DESCRIBING YOUR COUNTRY**

**NOUNS AND ADJECTIVES** ♦ Remember that there is no 'it' in Arabic. All nouns are either masculine or feminine. You can usually identify feminine nouns because they end with *ataa marbuuṭa* ة or ـة. There are some exceptions including *balad* بلد (a country), which is feminine but does not end in *ataa marbuuṭa* ة or ـة. Most names of countries and cities are also feminine.

Adjectives--words used to describe something--follow the noun they describe and must match the noun exactly in gender (masculine or feminine) and number (single or plural). As we mentioned above, feminine adjectives usually end with *ataa marbuuṭa*. Therefore, in the sentence

*ostraalya balad kbiire*      Australia is a big country      استراليا بلد كبيرة

*balad* بلد (a country) and *kbiire* كبيرة (big) are both feminine and singular. (Both masculine and feminine forms of the adjective are given in the vocabulary list to help you remember them.)

The sound of the *taa marbuuṭa* ة or ـة is either 'a' or 'e', depending on which letter comes before it (explained in more detail on page 13). Simply, consonants that you are familiar with in English, such as *b* ب, *t* ت, *j* ج and so on, are followed by an 'e' sound while consonants peculiar to Arabic, such as *h* ح and *kh* خ, are followed by an 'a' sound.

**1. Practise saying both the masculine and feminine form of each of the adjectives below.**

a. <i>hélu, hélwe</i>	beautiful, nice, good, sweet	حلو، حلوة
b. <i>kbiir / kbiire</i>	big	كبير / كبيرة
c. <i>sghiiir / sghiiire</i>	small	صغير / صغيرة
d. <i>jdiid / jdiide</i>	new, modern	جديد / جديدة
e. <i>qadiim / qadiime</i>	old	قديم / قديمة
f. <i>qariib / qariibe</i>	near	قريب / قريبة
g. <i>bʿiid / bʿiide</i>	far	بعيد / بعيدة
h. <i>ghani / ghaniyye</i>	rich	غني / غنية
i. <i>faqiir / faqiira</i>	poor	فقير / فقيرة
j. <i>ghaali / ghaalye</i>	expensive	غالي / غالية
k. <i>rkhiis / rkhiisa</i>	cheap	رخيص / رخيصة

**CONJUNCTION "AND"** ♦ Using *w* و (and), you can string together as many adjectives as you like for example

*ostraalya balad hélwe w jdiide w kbiire w bʿiide*

Australia (is) a beautiful, new, large and distant country

استراليا بلد حلوة و جديدة و كبيرة و بعيدة

Remember that the verb "to be" is not used in a simple sentence like this.

2. Choose as many adjectives as you like to describe the countries listed below. Remember *balad* بلد is feminine, for example

*ostraalya balad kbiire w b'iiide.*      استراليا بلد كبيرة و بعيدة.

a. *ameerka balad* \_\_\_\_\_ اميركا بلد

\_\_\_\_\_

b. *briitaanya balad* \_\_\_\_\_ بريطانيا بلد

\_\_\_\_\_

c. *kanada balad* \_\_\_\_\_ كندا بلد

\_\_\_\_\_

d. *maṣṣ'r balad* \_\_\_\_\_ مصر بلد

\_\_\_\_\_

e. *nyuu ziilanda balad* \_\_\_\_\_ نيوزيلاندا بلد

\_\_\_\_\_

f. *él-érdon balad* \_\_\_\_\_ الاردن بلد

\_\_\_\_\_

g. *suuriyya balad* \_\_\_\_\_ سوريا بلد

\_\_\_\_\_

h. *lébnaan balad* \_\_\_\_\_ لبنان بلد

\_\_\_\_\_

Now describe a country of your choice. Don't forget to use *w* و between each adjective.

i. \_\_\_\_\_ *balad* \_\_\_\_\_ بلد \_\_\_\_\_

\_\_\_\_\_

**FUNCTION C: EXCHANGING PLEASANTRIES**

**MORNING AND AFTERNOON GREETINGS** ➡ Formal greetings used in the morning are

<i>ṣabaḥ ḫ-kheer</i>	good morning	صباح الخير
<i>ṣabaḥ ḫ-kheeraat</i>	good morning	صباح الخيرات
<i>ṣabaḥ ḫ-nuur</i>	good morning	صباح النور

These expressions literally mean 'morning of goodness' and 'morning of light'. Remember that morning usually lasts until lunchtime--sometimes two or three o'clock in the afternoon! After lunch greet someone by saying

<i>masa' l-kheer</i>	good afternoon/evening	مساء الخير
<i>masa' l-kheeraat</i>	good afternoon/evening	مساء الخيرات
<i>masa' n-nuur</i>	good afternoon/evening	مساء النور

The expressions literally mean 'afternoon of goodness', 'afternoon of goodnesses' and 'afternoon of light'.

**QUESTION WORD "HOW"** ➡ The word *kiif* كيف (how) is used at the beginning of the sentence and marks a question., for example the common greeting

<i>kiifak?</i>	how are you? (to a man)	كيفك؟
<i>kiifek?</i>	how are you? (to a woman)	كيفك؟
<i>kiifkon?</i>	how are you? (to a group)	كيفكن؟

Note that pronouns are attached to the end of the word *kiif* كيف. You will also hear people using *shloonak?* شلونك؟. The word *shloon* شلون is actually a contraction of

<i>shu</i>	what	شو
<i>loon</i>	colour	لون

so the expression literally means "what's your colour?", in other words "how are you?" Other common greetings are

<i>shu akhbaarak?</i>	what's your news?	شو أخبارك؟
<i>kiif ṣahtak?</i>	how's your health?	كيف صحتك؟

Replies to all three greetings include

<i>tamaam</i>	fine	تمام
<i>maashi ḫal</i>	fine	ماشي الحال
<i>ḫal-hamd ḫallah b-kheer</i>	fine thank you	الحمد لله بخير
	(lit. fine, praise be to God)	

There is no fixed pattern for greetings, except that they are lengthy. Do not feel you have to economise with the number of times you ask someone how they are, and do take time over the greeting and try to sound like you mean it. The importance of warm greetings is illustrated by the saying

<i>laḫini w la tghaddiini</i>	لقيني و لا تغديني
If you greet me warmly,	
there is no need to feed me	



### 1. Listen to the conversation and fill in the missing words.

- أ صباح الخير. A *ṣabaah él-kheer.*
- ب صباح \_\_\_\_\_ . B *ṣabaah \_\_\_\_\_.*
- أ كيفك؟ A *kiifak?*
- ب الحمد لله. \_\_\_\_\_ انت؟ B *él-hamd éllah. \_\_\_\_\_ énte?*
- أ ماشي الحال. شو \_\_\_\_\_ ؟ A *maashi él-haal. shu \_\_\_\_\_?*
- ب تمام. \_\_\_\_\_ بخير. B *tamaam. \_\_\_\_\_ b-kheer.*
- أ \_\_\_\_\_ A \_\_\_\_\_

**SAYING GOODBYE** ♦♦ When you leave someone's house, class or any gathering where you know people well, say

<i>khaatrak</i>	goodbye (to a man)	خاطرَك
<i>khaatrek</i>	goodbye (to a woman)	خاطرِك
<i>khaatrkon</i>	goodbye (to a group)	خاطرِكن

to which the reply is

<i>maʿ éś-salaame</i>	go with peace	مع السلامة
-----------------------	---------------	------------

If you wish to reply to this, say

	may God keep you safe	
<i>allah ysallmak</i>	(to a man)	الله يسلِّمك
<i>allah ysallmek</i>	(to a woman)	الله يسلِّمكِ
<i>allah ysallmkon</i>	(to a group)	الله يسلِّمكن

Take care not to say *maʿ éś-salaame* مع السلامة if you are the one leaving.

Syrians do not say "goodbye" to taxi drivers, shop assistants or waiters. When you leave a taxi, shop or restaurant, simply say *shukran* شكراً (thank you).

**FUNCTION D: COUNTING AND USING NUMBERS****1. Listen to these numbers and then practise counting from 0-10.**

0	<i>séfr</i>	صفر	٠
1	<i>waahed</i>	واحد	١
2	<i>tneen</i>	اثنين	٢
3	<i>tlaate</i>	ثلاثة	٣
4	<i>arbعا</i>	أربعة	٤
5	<i>khamse</i>	خمسة	٥
6	<i>sétte</i>	ستة	٦
7	<i>sabعا</i>	سبعة	٧
8	<i>tmaane</i>	ثمانة	٨
9	<i>tésعا</i>	تسعة	٩
10	<i>عashara</i>	عشرة	١٠

**TELEPHONE NUMBERS** ➡ The simplest way to say your telephone number is by using single digits as follows:

*sétte, sétte, sétte, tésعا, tlaate, séfr, tmaane* ٦٦٦ ٩٣.٨

Although Arabic is written from right to left, you must read Arabic numbers from left to right. The question and answer you would use to ask for someone's telephone number is

- A *shu raqam talifoonak?* أ شورك رقم تليفونك؟  
 B *raqam talifooni 666-9308* ب رقم تليفوني ٦٦٦ ٩٣.٨

Note the pronouns *-i* -ي (my) and *-ak* -ك (your) are attached to *raqam talifoon* رقم تليفون (telephone number).

**2. Read these telephone numbers. Remember to begin reading the number from the left.**

- a. ٦٦٦٨٧.١                      b. ٦١٣.٥٧٢  
 c. ٧١١٥٤.٢                      d. ٤٥.١١٣٥  
 e. ٩٤.١٨٨٤                      f. ٨٦٦٣.٠٨  
 g. ٦٧٢١١٢٧                      h. ٢.٢٥٨.٩



3. Listen to the conversation and write in the telephone number you hear.

A *shu raqam talifoonak?*

أ شو رقم تليفونه؟

B *raqam talifooni* \_\_\_\_\_ ب رقم تليفوني

Now work with a teacher or classmate. Take it in turn to ask each other your telephone number and note the number here:

**HANDWRITTEN NUMBERS** ♦ All except two numbers look the same when written by hand. Unfortunately, a handwritten “three” looks like exactly like a printed “two”. Compare the printed and handwritten numbers below.

printed	handwritten
٢	٢
٣	٢



4. Listen to these numbers and then practise counting from 11-19.

11	<i>id-aʕsh</i>	ايدعش	١١
12	<i>tn-aʕsh</i>	أثنعش	١٢
13	<i>tlétt-aʕsh</i>	ثلثعش	١٣
14	<i>arbat-aʕsh</i>	أربتعش	١٤
15	<i>khamíst-aʕsh</i>	خمستعش	١٥
16	<i>sétt-aʕsh</i>	ستعش	١٦
17	<i>sabat-aʕsh</i>	سبتعش	١٧
18	<i>tmént-aʕsh</i>	ثمنتعش	١٨
19	<i>tasat-aʕsh</i>	تستعش	١٩



5. Listen to these numbers and then practise saying the multiples of 10.

20	<i>éshriin</i>	عشرين	٢٠
30	<i>tlaatiin</i>	ثلاثين	٣٠
40	<i>ar<sup>é</sup>b<sup>é</sup>iin</i>	أربعين	٤٠
50	<i>khamsiin</i>	خمسين	٥٠
60	<i>séttiin</i>	ستين	٦٠
70	<i>sab<sup>é</sup>iin</i>	سبعين	٧٠
80	<i>tmaaniin</i>	ثمانين	٨٠
90	<i>tés<sup>é</sup>iin</i>	تسعين	٩٠

**DOUBLE DIGITS** ♦ When counting numbers from 21 to 99, you begin from the right, not the left. In other words, 21 is “one-and-twenty”. Note that unlike when they are used alone, numbers 3-9 all end in an ‘a’ sound.



6. Listen to these assorted numbers between 21 and 99, then practise saying them.

21	<i>waahed w<sup>é</sup>-éshriin</i>	واحد و عشرين	٢١
32	<i>tneen w<sup>é</sup>-tlaatiin</i>	اثنان و ثلاثين	٣٢
43	<i>tlaata w-ar<sup>é</sup>b<sup>é</sup>iin</i>	ثلاثة و أربعين	٤٣
54	<i>ar<sup>é</sup>b<sup>é</sup>a w-khamsiin</i>	أربعة و خمسين	٥٤
65	<i>khamsa w-séttiin</i>	خمسة و ستين	٦٥
76	<i>sétta w-sab<sup>é</sup>iin</i>	ستة و سبعين	٧٦
87	<i>sab<sup>é</sup>a w<sup>é</sup>-tmaaniin</i>	سبعة و ثمانين	٨٧
98	<i>tmaana w-tés<sup>é</sup>iin</i>	ثمانة و تسعين	٩٨
29	<i>tés<sup>é</sup>a w<sup>é</sup>-éshriin</i>	تسعة و عشرين	٢٩



7. Listen to these numbers and write them down as you hear them. If you can't write them in Arabic immediately, first write them in English then in Arabic when you have finished listening.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

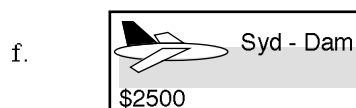
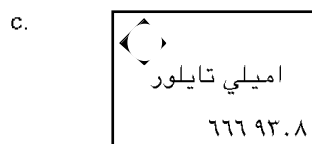
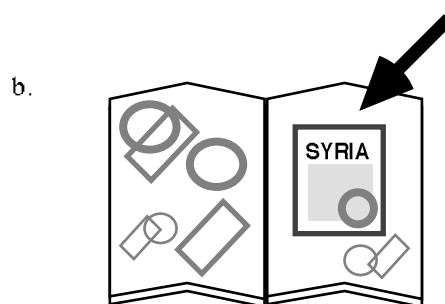
f. \_\_\_\_\_



**FUNCTION E: ASKING FOR AND OFFERING THINGS**

1. Write these words under the appropriate picture. There may be more than one word for each picture.

<i>karṭ</i>	name card	كرت
<i>biṭaʿa (shakhsiyye)</i>	card (id, name) (f)	بطاقة (شخصية)
<i>hawiyye</i>	id card (f)	هي
<i>shahadet swaʿa</i>	driver's licence (f)	شهادة سواقة
<i>tazkara</i>	ticket (f)	تذكرة
<i>ta'shiiret safar</i>	visa (f)	تأشيرة سفر
<i>jawaaz safar</i>	passport	جواز سفر
<i>basboor</i>	passport	باسبور



**WHY SO MANY WORDS?** ♦ Having more than one word in regular usage for the same object or idea is another frustrating feature of Arabic. These words have come from many sources, including classical Arabic, indigenous languages and foreign languages, especially Turkish, French and now English. At first, just try to memorise how to use one of the words perfectly, but be able to recognise the others.

2. Add the attached pronouns *ak / ek* كـ (your) and *-i* -ي (my) to each of the words below. Remember *ataa marbuuta* at the end of a word will change to a 't'.

- a. *basboor*: \_\_\_\_\_ بسبور :  
 b. *karʔt* : \_\_\_\_\_ كرت :  
 c. *hawyye* : \_\_\_\_\_ هويّة :  
 d. *bitaaqa* : \_\_\_\_\_ بطاقة :  
 e. *shahaadet swaaqa* : \_\_\_\_\_ شهادة سواقّة :  
 f. *tazkara* : \_\_\_\_\_ تذكرة :

**GIVE ME...PLEASE** ♦♦ The expression *iza bétriid* إذا بتريد literally means “if you want” but is most often used to mean “may I have...please” or simply “please”. Depending on who you’re speaking to, the ending changes as follows:

<i>iza bétriid</i>	please (to a man)	إذا بتريد
<i>iza bétriidi</i>	please (to a woman)	إذا بتريدي
<i>iza bétriidu</i>	please (to a group)	إذا بتريدوا

Note that you don’t pronounce the *Alif* written in Arabic at the end of *iza bétriidu* إذا بتريدوا

You can add command verbs in front of this expression to be more precise about your request, for example

<i>eaṭiini...iza bétriid</i>	give me...please	عطيني...إذا بتريد
<i>warjiini...iza bétriid</i>	show me...please	ورجيني...إذا بتريد

**HERE YOU ARE...** ♦♦ The most common way to offer somebody something is to say

<i>tfaddal</i>	here you are (to a man)	تفضل
<i>tfaddali</i>	here you are (to a woman)	تفضلي
<i>tfaddalu</i>	here you are (to a group)	تفضلوا

This can be translated in several ways, including “here you are”, “go ahead”, “do..... please” or even “after you”. Note that the *Alif* written in Arabic at the end of *tfaddalu* تفضلوا is not pronounced. Another word

<i>hayy</i>	here it is	هي
-------------	------------	----

is much more casual than *tfaddal* تفضل *hayy* هي however is ‘immutable’, ie, its form remains the same regardless of who is speaking or who is being spoken to.



3. Listen to the conversation and fill in the missing words.

- A عطيني \_\_\_\_\_ إذا بتريد. *iza bétriid*, *eaṭiini* أ  
 B تفضل. هي, \_\_\_\_\_, \_\_\_\_\_, *hayy*, *tfaddal* ب

Work with a teacher or classmate. Take it in turns to ask for the items in the previous exercise. Don’t forget to make the necessary changes if you are speaking to a woman.

## 4. Write these words under the appropriate picture.

*shaay*

tea

شاي

*biira*

beer (f)

بيرة

*qahwe*

coffee (f)

قهوة

*mayy*

water (f)

مِيّ

*lé-hsaab*

the bill (in a hotel, restaurant)

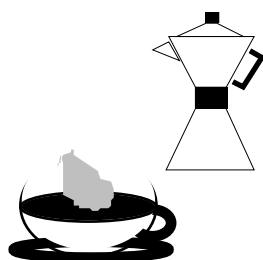
الحساب

*él-faatuura*

thereceipt, the invoice (f)

الفاتورة

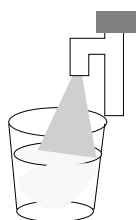
a.



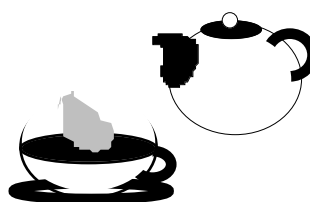
b.



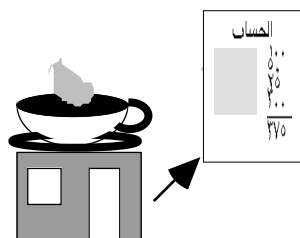
c.



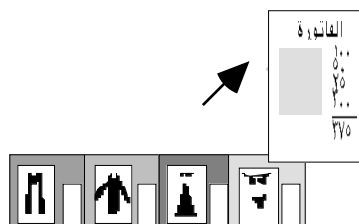
d.



e.



f.



MAY I HAVE...PLEASE ♠ Another way of asking for something politely is by using the word

*mumken...*

may...

ممكّن...

before a verb, for example

*mumken akhud...iza bétrüid*

may I have...please

ممكّن آخذ...إذا بترئد

**EXPRESSING THANKS** ♦♦ You can thank people by simply saying

<i>shukran</i>	thank you	شكراً
<i>shukran ktiir</i>	thank you very much	شكراً كثيراً

or, if someone has actually given you something--a cup of tea for example--you may say "may your hands be kept safe"

<i>yéslamu iideek</i>	(to a man)	يسلموا إيديك
<i>yéslamu iideeki</i>	(to a woman)	يسلموا إيديكي

**RESPONDING TO THANKS** ♦♦ If someone thanks you by saying *yéslamu iideek* يسلمو إيديك, you should reply "and yours"

<i>w iideek</i>	(to a man)	و إيديك
<i>w iideeki</i>	(to a woman)	و إيديكي

Otherwise, you can respond with any one of the following expressions

<i>afwan</i>	you're welcome (also excuse me)	عفواً
<i>walau</i>	not at all, don't mention it	ولو

<i>tékram</i>	you're welcome (to a man)	تكرم
<i>tékrami</i>	you're welcome (to a woman)	تكرمي
<i>tékramu</i>	you're welcome (to a group)	تكرموا

*tékram* تكرم can mean "at your service", "with pleasure", "certainly" or "you're welcome". You will also hear the expressions

<i>ala eeni</i>	you're welcome (upon my eyes)	على عيني
<i>ala raasi</i>	you're welcome (upon my head)	على رأسي

Note that *afwan* عفواً is also used to mean "excuse me".

**5. Listen to the conversation and fill in the missing words.**

- A *numken akhud* \_\_\_\_\_ ممكن اخذ \_\_\_\_\_  
*iza bétriid.* إذا بتريد.
- B *hayy* \_\_\_\_\_, *tfaḍḍal.* هي \_\_\_\_\_، تفضل.
- A *shukran.* شكراً.
- B *tékram.* تكرم.

Now work with a teacher or classmate. Take it in turns to order drinks.

**FUNCTION F: TELLING THE TIME**

**QUESTION “HOW MUCH”** ♦ The word for time *és-saaʿa* الساعة is used in the expression “what’s the time?” is the same word used in Arabic for “o’clock”, “clock” “watch” and “hour”. The word used for “what” is not *shu* شو but *qaddeesh* قديش which literally means “how much”. The question you use to ask someone for the time is

*qaddeesh és-saaʿa?* قديش الساعة؟

The numbers you use after *és-saaʿa* الساعة are exactly the same as the numbers you have already learnt to count with, except for one and two o’clock. Look how one and two change:

*waahed > és-saaʿa waahde* one o’clock واحد < الساعة واحدة  
*tneen > és-saaʿa ténteen* two o’clock ثنتين < الساعة ثنتين

This is because *és-saaʿa* الساعة is feminine and must be described by feminine numbers.

**“TO” VERSUS “PAST” THE HOUR** ♦ The word *w* و (and) is used to mean “past” the hour while *élla* إلا (less) is used to mean “to” the hour. Small units of time follow the hour for example

<i>sabʿa...</i>	....seven	سبعة...
<i>...w khamse</i>	5 past...	...و خمسة
<i>...w ashara</i>	10 past...	...و عشرة
<i>...w rébʿ</i>	quarter past...	...و ربع
<i>...w télt</i>	20 ('a third') past...	...و ثلث
<i>...w néss</i>	half past...	...و نص
<i>...élla télt</i>	20 ('a third') to...	...إلا ثلث
<i>...élla rébʿ</i>	quarter to...	...إلا ربع
<i>...élla ashara</i>	10 to...	...إلا عشرة
<i>...élla khamse</i>	5 to...	...إلا خمسة

And although such precise timing would rarely be used:

<i>...w néss élla khamse</i>	25 past...	...و نص إلا خمسة
<i>...w néss w khamse</i>	25 to...	...و نص و خمسة

**FRACTIONS** ♦ Notice that 15, 20 and 30 minutes of the hour are always described as fractions

<i>rébʿ</i>	a quarter	ربع
<i>télt</i>	a third	ثلث
<i>néss</i>	a half	نص

**“EXACTLY” VERSUS “ABOUT”** ♦ Other useful expressions you can add after the hour are

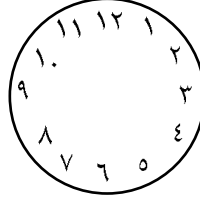
<i>tamaam</i>	exactly	تمام
<i>hawaali</i>	about	حوالي
<i>taqriiban</i>	about	تقريباً



1. Listen to the conversation and fill in the time.

A *qaddeesh és-saaʿa?*

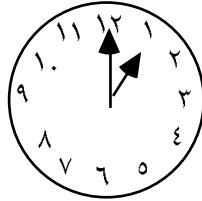
B *és-saaʿa* \_\_\_\_\_



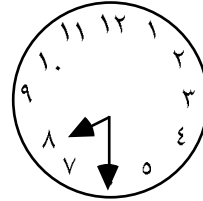
أ قديش الساعة؟

ب الساعة \_\_\_\_\_

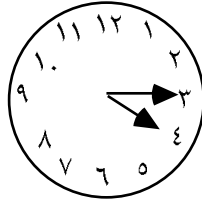
Now work with a teacher or classmate. Take it in turns to ask each other the time.  
Answer reading the clocks below.



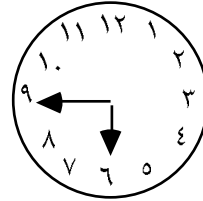
a.



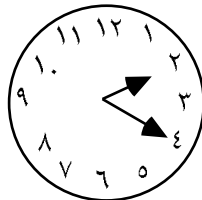
b.



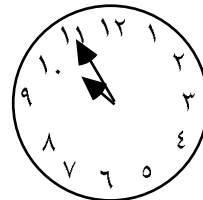
c.



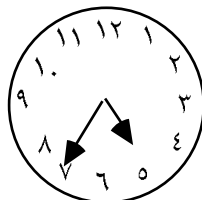
d.



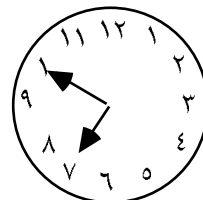
e.



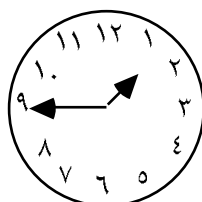
f.



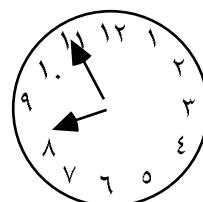
g.



h.



i.



j.

**QUESTION “WHAT TIME”** ♦♦ The word *ayy* أي (which) is used before *saaʿa* الساعة (time) to mean “what time” as distinct from “what is the time”. Compare these sentences:

<i>ayy saaʿa éd-dars?</i>	What time is class?	أي ساعة الدرس؟
<i>qaddeesh éš-saaʿa hallaq?</i>	What is the time now?	قديش الساعة هلق؟

**TIMES OF THE DAY** ♦♦ Below are some useful expressions of times of the day:

<i>és-šébbḥ</i>	in the morning	الصبح
<i>baʿd éd-déḥr</i>	in the afternoon	بعد الظهر
<i>él-ʿaṣr</i>	in the late afternoon	العصر
<i>él-masa</i>	in the evening	المسا
<i>b-él-leel</i>	at night	بالليل

**QUESTION WORD “WHEN”** ♦♦ There are several words in Arabic that can be translated as “when” including *eemta* إيمتى, *lamma* لما and *waqt ma* وقت ما. The question word *eemta* إيمتى is used in sentences like

<i>eemta éd-dars?</i>	When is the class?	إيمتى الدرس؟
<i>eemta dawaamak?</i>	When are your working hours?	إيمتى دواماك؟

while *lamma* لما and *waqt ma* وقت ما are used in sentences like “the class will begin when the teacher arrives” and will be discussed later.

**DAYS OF THE WEEK** ♦♦ In Arabic, the week begins on Sunday with the first five days being named day “one”, “two”, “three”, “four” and “five”. Friday--the Muslim holy day and official weekend in Syria--literally means “the day of gathering” while Saturday means “the Sabbath”.

<i>yoom ḥl-aḥad</i>	Sunday	يوم الاحد
<i>yoom ḥl-taneen</i>	Monday	يوم الاثنين
<i>yoom ḥl-talaata</i>	Tuesday	يوم الثلاثاء
<i>yoom ḥl-arbʿa</i>	Wednesday	يوم الأربعاء
<i>yoom ḥl-khamiis</i>	Thursday	يوم الخميس
<i>yoom ḥl-jémʿa</i>	Friday	يوم الجمعة
<i>yoom ḥl-sabʿt</i>	Saturday	يوم السبت

Note that the word *yoom* يوم (day) is often dropped.



**2. Listen to the conversation and fill in the missing words.**

A <i>eemta éd-dars?</i>	إيمتى الدرس؟	أ
B <i>éd-dars yoom _____ w _____</i>	الدرس يوم _____ و _____	ب
<i>yoom _____</i>	يوم _____	
A <i>ayy saaʿa?</i>	ساعة _____	أ
B <i>és-saaʿa _____</i>	الساعة _____	ب

**This week's schedule.**

yoom <sup>é</sup> l-ahad	dars él-عarabi	(٩, ٠٠)	درس العربي	يوم الاحد
yoom <sup>é</sup> t-taneen	él-éjtimacé	(١١, ٣٠)	الاجتماع	يوم الاثنين
yoom <sup>é</sup> t-talaata	dars él-éngliizi	(٤, ٤٥)	درس الإنكليزي	يوم الثلاثاء
yoom <sup>é</sup> l-ar <sup>é</sup> b <sup>é</sup> a	él-hafle él-muusiiqiyye	(٨, ٠٠)	الحفلة الموسيقية	يوم الاربعاء
yoom <sup>é</sup> l-khamiis	él-hafle	(١٠, ٠٠)	الحفلة	يوم الخميس
yoom <sup>é</sup> jém <sup>é</sup> a	él-عétle		العطلة	يوم الجمعة
yoom <sup>é</sup> s-sab <sup>é</sup> t	él-réhle	(٧, ٠٠)	الرحلة	يوم السبت

Now work with a teacher or classmate. Only one of you should refer to the information above while the other asks about these appointments and fills in the diary below.

a. dars él-عarabi	Arabic lesson	درس العربي
b. dars él-éngliizi	English lesson	درس الإنكليزي
c. él-hafle	party	الحفلة
d. él-hafle él-muusiiqiyye	concert	الحفلة الموسيقية
e. él-عétle	holiday (the weekend)	العطلة
f. él-réhle	trip	الرحلة
g. él-éjtimacé	meeting	الاجتماع



## READING

**TIP 1** ♦ Look at what happens when you combine *Alif* and *Laam* in different ways

$$ال = ل + ا$$

$$لا = ل + ا$$

$$الا / الا = ا + ل + ا$$

$$الا = ا + ل + ل + ا$$

**TIP 2** ♦ At the end of a word an *Alif* can look like this ل or like this ي. The latter is called a “Broken Alif” or *Alif Maksuura* and is written just like a *Yaa* ي but without the dots.

1. Read the Arabic road signs to places in Syria on the right. Then find the English equivalent and fill in the distance.

Deir ez-Zur \_\_\_\_\_ km

دمشق ٥٠ كم

Palmyra \_\_\_\_\_ km

حمص ٢٥ كم

Aleppo \_\_\_\_\_ km

اللاذقية ٧٥ كم

Hama \_\_\_\_\_ km

حلب ٦٠ كم

Lattakia \_\_\_\_\_ km

تدمر ٣٥ كم

Bosra \_\_\_\_\_ km

حماة ٩٠ كم

Damascus \_\_\_\_\_ km

دير الزور ٨٥ كم

Homs \_\_\_\_\_ km

بصرى ١٥ كم

**TIP 3** ♣ There are several possibilities for the way an *Alif* may look and sound at the beginning of a word either with, or without, a *Hamza* ء, for example

a	<i>allah</i>	الله
é	<i>ésm</i>	اسم
o	<i>ostraaalya</i>	استراليا
a	<i>ana</i>	أنا
é	<i>émta</i>	إمّتى
i	<i>yyaam</i>	إيام
o	<i>omawiyiin</i>	أمويين

**2. Read the conversation out aloud without referring to the transliteration and answer the questions.**

جون: صباح الخير.

المعلم: صباح الخيرات.

جون: اسمي جون. أنا من بريطانيا. و انت منين؟

المعلم: أنا من سوريا. انت طالب؟

جون: لا، أنا صحفي.

المعلم: صحفي؟ حلو كثير. أهلا و سهلا فيك بالشام.

a. منين المعلم؟ \_\_\_\_\_

b. شو بيشتغل جون؟ \_\_\_\_\_



## PRONUNCIATION

Listen and repeat these words, paying close attention to the difference in the sounds.



1. *s* س, *d* د and *t* ت versus *ṣ* ض, *d* ذ and *t* ط .

a. <i>siin</i>	سين	b. <i>ṣiin</i>	صين
c. <i>saar</i>	سار	d. <i>ṣaar</i>	صار
e. <i>mada</i>	مدى	f. <i>maḍa</i>	مضى
g. <i>darb</i>	درب	h. <i>ḍarb</i>	ضرب
i. <i>tiin</i>	تين	j. <i>ṭiin</i>	طين
k. <i>taab</i>	تاب	l. <i>ṭaab</i>	طاب



2. *h* ه versus *ḥ* ح .

a. <i>haan</i>	هان	b. <i>ḥaan</i>	حان
c. <i>haras</i>	هرس	d. <i>ḥaras</i>	حرس
e. <i>naḥr</i>	نهر	f. <i>baḥr</i>	بحر
g. <i>shāh</i>	شاه	h. <i>saah</i>	ساح



3. *kh* خ versus *gh* غ .

a. <i>khaab</i>	خاب	b. <i>ghaab</i>	غاب
c. <i>kharas</i>	خرس	d. <i>gharaḍ</i>	غرض
e. <i>nakhḷ</i>	نخل	f. <i>nagham</i>	نغم
g. <i>shaykh</i>	شيخ	h. <i>balaagh</i>	بلاغ



## II Turn the meter on please

# ممکن تشغل العداد



### CONVERSATION

1. Emily has just come out of the airport. Listen to the conversation. Do not look at the book while you are listening. What place names do you hear?
2. Now listen again. What is the price?

إميلي: تكسي! فندق دمشق إذا بتريد.

السائق: وين الفندق؟

إميلي: بساحة باب توما.

السائق: تكرمي.

إميلي: ممكن تشغل العداد إذا بتريد.

السائق: مدام، ما في عداد على طريق المطار.  
العداد بقلب البلد بس.

إميلي: ماشي، قديش بتريد؟

السائق: بس أربع مية ليرة. (بعد ٣٠ دقيقة)

إميلي: شو اسم هالجبل؟

السائق: هدا جبل قاسيون.

إميلي: و شو هدا هون عالشمال؟

السائق: هدا سور المدينة القديمة... و هي ساحة باب توما،

و هونيك الفندق.

إميلي: تفضل، هي أربع مية ليرة. شكراً.

## ARABIC transliteration ♦♦

- E: *taksii! féndoq dimashq iza bétriid.*  
 S: *ween él-féndoq*  
 E: *b-saahet Baab Tuuma*  
 S: *tékrami.*  
 E: *mumken shaghghel él-ḡaddaad iza bétriid.*  
 S: *madaam, maa fii ḡaddaad ḡala tariiq él-mataar.*  
*él-ḡaddaad b-ḡalb él-balad bass.*  
 E: *maashi, ḡaddeesh bétriid?*  
 S: *bass ḡarbaḡ miit leera.* (30 minutes later)  
 E: *shu éśm ha-j-jabal?*  
 S: *haada jabal Qaasiuun.*  
 E: *w shu haada hoon ḡa-sh-shmaal?*  
 S: *haada suur él-madiine él-ḡadiime...*  
*w hayy saahet Baab Tuuma, w huniik él-féndoq!*  
 E: *tfaddal. hayy ḡarbaḡ miit leera. shukran.*



## VOCABULARY ♦♦

## Nouns

<i>taksii</i>	taxi	تكسي
<i>féndoq dimashq</i>	Damascus Hotel	فندق دمشق
<i>saaha</i>	square, circle (f)	ساحة
<i>saahet Baab Tuuma</i>	Bab Touma' Square	ساحة باب توما
<i>ḡaddaad</i>	meter	عداد
<i>ḡalb</i>	heart	قلب
<i>balad</i>	town	بلد
<i>tariiq</i>	road	طريق
<i>mataar</i>	airport	مطار
<i>ḡarbaḡ miyye (miit + leera)</i>	four hundred	أربع مية
<i>leera</i>	Syrian pound	ليرة
<i>jabal</i>	mountain	جبل
<i>jabal Qaasiuun</i>	Mount Qaasiuun	جبل قاسيون
<i>suur</i>	wall	سور
<i>él-madiine él-ḡadiime</i>	the Old City	المدينة القديمة

## Adjectives

<i>shmaal</i>	left	شمال
---------------	------	------

**Verbs**

<i>tshaghghel</i> (أ-ع اددااع)	turn on (the meter)	تشغل (العداد)
--------------------------------	---------------------	---------------

**Grammatical Words**

<i>ween</i>	(question word) where	وين
<i>b-</i>	on	بـ
<i>maa fii</i>	there is no	ما في
<i>bass</i>	only	بس
<i>ha- (+ l-)</i>	this, that	هـ ( + الـ )
<i>haada</i>	this, that	هذا
<i>hayy</i>	this, that	هي
<i>hoon</i>	here	هون
<i>huniik</i>	there	هونيك
<i>fii</i>	is there....? (there is...)	في
<i>ea</i>	on	عـ

**Expressions**

<i>qaddeesh</i>	how much	قديش
<i>bétriid</i>	you want (to a man)	بتريد

**ENGLISH TRANSLATION ♦♦**

- E: Taxi! The Damascus Hotel please.
- S: Where is it?
- E: On Baab Touma Square.
- S: Okay.
- E: Turn the meter on please.
- S: There is no meter on the airport road. Only in the centre of town.
- E: Ok. How much will it be?
- S: Just 400 lira. (30 minutes later)
- E: What's the name of that mountain?
- S: That's Mount Qaasiun.
- E: And what's this here on the left?
- S: That's the wall of the old city...and here's Baab Touma Square, and there's the hotel.
- E: Here you are, 400 lira. Thank you.



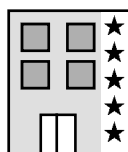
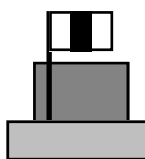
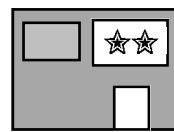
## EXERCISES

## FUNCTION A: LOCATING PLACES IN DAMASCUS

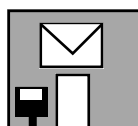
## 1. Write these words under the appropriate picture.

<i>maṭaār</i>	an airport	مطار
<i>maṣraf</i>	a bank	مصرف
<i>maṭʿam</i>	a restaurant	مطعم
<i>makhfar</i>	a police station	مخفر
<i>mathaf</i>	a museum	متحف
<i>maqaf baas</i>	a bus stop	موقف باص
<i>suuq</i>	a market	سوق
<i>fəndoq</i>	a hotel	فندق
<i>bariid</i>	a post office	بريد
<i>jaameʿ</i>	a mosque	جامع
<i>jaameʿa</i>	a university (f)	جامعة
<i>safaara</i>	an embassy (f)	سفارة
<i>siinama</i>	a cinema (f)	سينما
<i>kniise</i>	a church (f)	كنيسة
<i>qahwe</i>	a coffee shop (f)	قهوة
<i>madrāse</i>	a school (f)	مدرسة
<i>maktabe</i>	a library, a bookshop (f)	مكتبة
<i>məstāshfa</i>	a hospital (f)	مستشفى
<i>kaaziyye</i>	a petrol station (f)	كازيئة
<i>mhaṭṭet el-qitaar</i>	a railway station (f)	محطة القطار

eg

*fəndoq* فندق*safaara* سفارة*makhfar* مخفر

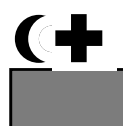
a.

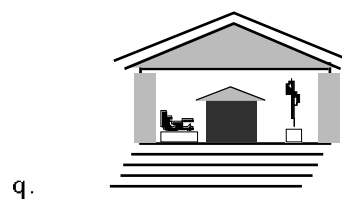
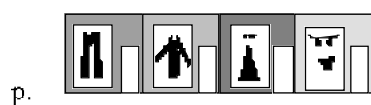
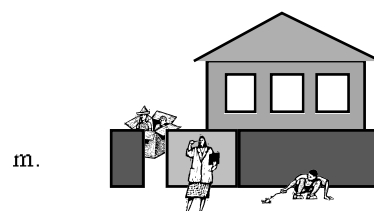
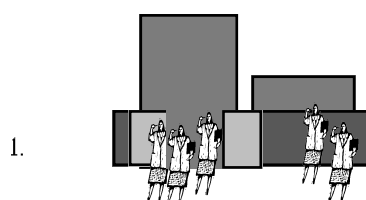
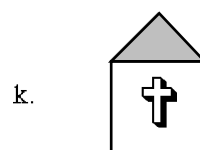
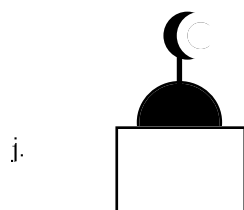
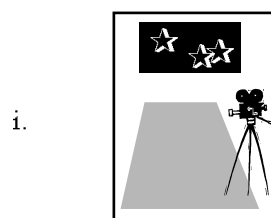
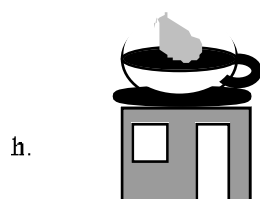
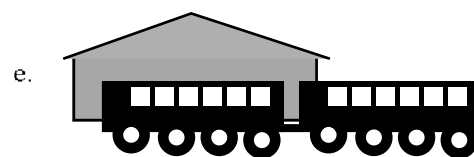
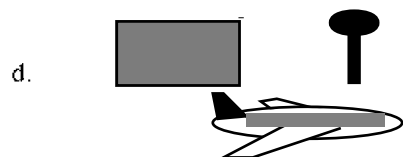


b.



c.







**THE DEFINITE ARTICLE** ♦ In addition to all nouns in Arabic being either masculine or feminine, they are also 'definite' or 'indefinite'. *él-* ال attached to the beginning of a noun makes it definite. What is definite? All proper nouns such as "Syria" and names of people, and pronouns such as "I" and "she" are definite. The most obvious marker however, is *él-* ال before a noun. The first meaning of *él-* ال is "the", for example

*él-féndaq*                      the hotel                      الفندق

Remember if a word begins with a "sunletter" the 'l' sound disappears and the sunletter is doubled and if a word begins with a consonant cluster, the 'é' changes position (pp 19).

*él-* ال is also used in Arabic, when no article is used in English, for example, when you speak about things in general or about abstract concepts as in "countries have borders" and "politics is interesting". In these sentences no article is used in English for either "countries" or "politics", but *él-* ال is used in Arabic. We will practise this type in a later chapter.

**THE INDEFINITE ARTICLE** ♦ There is no indefinite article like "a" or "an". How do you know if a word is indefinite? Simply, if *él-* ال is not used, and the word is an ordinary noun, the word is indefinite. This means that "a" or "an" is used in English, for example

*féndaq*                      a hotel                      فندق

**"THIS" AND "THAT" DEMONSTRATIVES** ♦ There is a masculine and feminine form for all Arabic words except non-human nouns (which are either masculine or feminine). Even the demonstratives 'this' and 'that' have a masculine and a feminine form:

<i>haad(a)</i>	this / that (m)	هذا
<i>hayy</i>	this / that (f)	هي
<i>hadoo</i>	these	هؤلاء
<i>hadaak</i>	that over there (m)	هناك
<i>hadiik</i>	that over there (f)	هناك
<i>hadoliik</i>	those over there	هولاء

Note that although there is no *Alif* ا written in Arabic between the *h* ه and *d* د of *haada* هذا, it is pronounced with a long 'aa' sound. Look how it can be used to ask a simple question:

<i>shu haada?</i>	what's that/this? (m)	شو هذا؟
<i>shu hayy?</i>	what's that/this? (f)	شو هي؟
<i>miin haada?</i>	who's that (man)?	مين هذا؟
<i>miin hayy?</i>	who's that (woman)?	مين هي؟



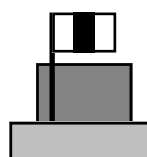
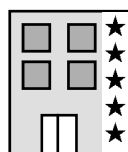
2. Listen and check that you have written the correct word under each picture in the previous exercise.

A *shu haada?*

B *haada* \_\_\_\_\_

A *w shu hayy?*

B *hayy* \_\_\_\_\_



أ شو هذا؟

ب هذا \_\_\_\_\_

أ و شو هي؟

ب هي \_\_\_\_\_

**STREET, CIRCLE AND DISTRICT NAMES** ♦♦ In Damascus, only a few street names are commonly known and used. More commonly used are the names of circles (or squares) and districts. The words

<i>shaare</i> ع	a street	شارع
<i>saaha</i>	a circle, a square	ساحة
<i>manṭiqa</i>	an area, a district	منطقة

come before the names of the street, circle or district the preposition *b-* ب (in), for example

<i>b-shaare</i> ع <i>Baghdaad</i>	on Baghdad Street	بشارع بغداد
<i>b-shaare</i> ع <i>és-Sawra</i>	on Thawra Street	بشارع الثورة
<i>b-saahet</i> <i>él-Merje</i>	on Martyrs' Square	بساحة المرجة
<i>b-saahet</i> <i>él-Omawiyyin</i>	on Omayyad Circle	بساحة الامويين
<i>b-manṭiqet</i> <i>él-Maalki</i>	in the Malki district	بمنطقة المالكي
<i>b-manṭiqet</i> <i>Abu Remmaane</i>	in the Abu Remaane area	بمنطقة أبو رمانة

Note that when you add a name after the words *saaha* ساحة and *manṭiqa* منطقة, the final *taa marbuuta* ة is pronounced as 'et'.

Martyrs' Square--officially named *saahet ésh-Shuhada'* ساحة الشهداء --is the central square in downtown Damascus. Omayyad Circle, at the other end of town is at the head of the *Autostraad* الأتوستراد (Autostrad) which leads to outlying suburbs. Amongst non-Syrian locals it is also known as "Oh My God Circle" because seven roads feed traffic in and out, causing the most hectic traffic conditions. Some well known districts in Damascus are

<i>él-Mezze ésh-SHarṭiyye</i>	East Mezze	المزة الشرقية
<i>él-Mezze él-CHarbiyye</i>	West Mezze	المزة الغربية
<i>él-Mezze él-Qadiime</i>	Old Mezze	المزة القديمة
<i>él-Baraamke</i>	Baramkeh	البرامكة
<i>él-Maalki</i>	Malki	المالكي
<i>Abu Remmaane</i>	Abu Remaane	أبو رمانة
<i>él-Muhaajriin</i>	Muhaajriin	المهاجرين
<i>Rékn éd-Diin</i>	Rukn Ed-Diin	ركن الدين
<i>ésh-SHaḥlaan</i>	Shaaan	الشعلان
<i>Baab Tuuma</i>	Bab Touma	باب توما
<i>él-Qassaa</i>	Kassaa	القصاص
<i>él-Hariqa</i>	Hariqa	الحريقة

**COMPASS POINTS** ♦♦ The four points of the compass are:

<i>shmaal</i>	north	شمال
<i>janoob</i>	south	جنوب
<i>shaarṭ</i>	east	شرق
<i>gharṭb</i>	west	غرب



**PREPOSITIONS** ♦ Below are five prepositions useful in locating places.

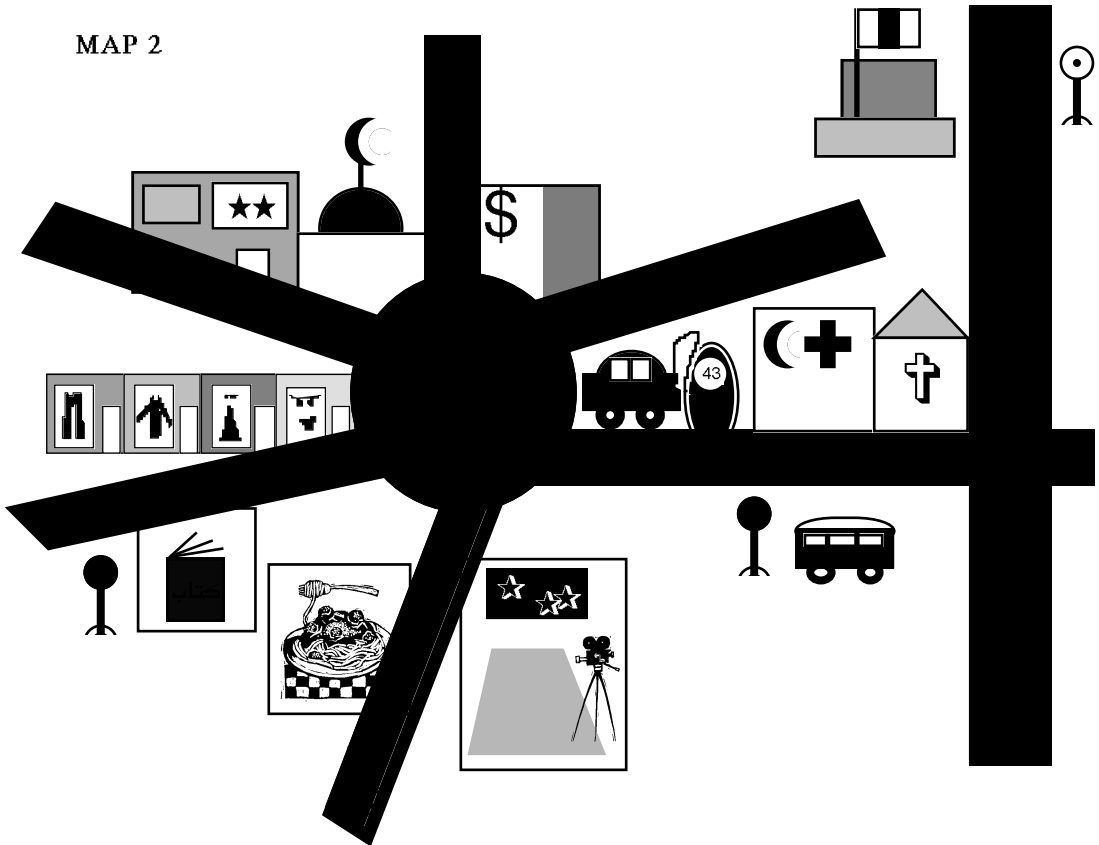
<i>ianb</i>	next to	جنب
<i>been</i>	between	بين
<i>mwaajeh</i>	opposite	مواجه
<i>qabl</i>	before	قبل
<i>baʿd</i>	after	بعد

**5. Look at Map 2 and complete these sentences using a preposition, for example**

eg *él-méstashfa been él-kaaziyye w lé-kniise*. المستشفى بين الكازيية و الكنيسة.

- |                                                    |                           |
|----------------------------------------------------|---------------------------|
| a. <i>és-siinama</i> _____ <i>él-matʿam</i> .      | السينما _____ المطعم.     |
| b. <i>és-suuq</i> _____ <i>él-maktabe</i> .        | السوق _____ المكتبة.      |
| c. <i>és-safaara</i> _____ <i>mawqef él-baas</i> . | السفارة _____ موقف الباص. |
| d. <i>él-makhfar</i> _____ <i>él-jaameʿ</i> .      | المخفر _____ الجامع.      |
| e. <i>lé-kniise</i> _____ <i>él-méstashfa</i> .    | الكنيسة _____ المستشفى.   |
| f. <i>él-kaaziyye</i> _____ <i>él-méstashfa</i> .  | الكازيية _____ المستشفى.  |

MAP 2



Work with a teacher or classmate. Take it in turns to ask where the buildings are using *ween...?* وين...؟

6. This is the index to Map 3. Write the English names for these places in the space provided. After you have tried to complete the list without assistance, refer to the English list on page 68 (be careful, the English names are not in the same order!) Do not try to memorise all these names at once. This map is for your reference only.

- A *saahet él-Omawiyin* \_\_\_\_\_ ساحة الأمويين  
 B *jaam'et<sup>6</sup> Dimashq* \_\_\_\_\_ جامعة دمشق  
 C *fëndoq<sup>7</sup> Sheeraaton* \_\_\_\_\_ فندق شيراتون  
 D *maktabet él-Assad él-wataniyye* \_\_\_\_\_ مكتبة الأسد الوطنية  
 E *daar él-oobeera* \_\_\_\_\_ دار الأوبرا  
 F *fëndoq<sup>8</sup> Meridian* \_\_\_\_\_ فندق ميريديان  
 G *és-safaara lé-britaaniyye* \_\_\_\_\_ السفارة البريطانية  
 H *és-safaara l-amèerkiyye* \_\_\_\_\_ السفارة الأمريكية  
 I *él-majles éh-thaqaafi lé-briitaani* \_\_\_\_\_ المجلس الثقافي البريطاني  
 J *él-ma'had lé-fransi* \_\_\_\_\_ المعهد الفرنسي  
 K *jésr ér-ra'iis* \_\_\_\_\_ جسر الرئيس  
 L *mhattet él-baas* \_\_\_\_\_ محطة الباص  
 M *él-mathaf él-watani* \_\_\_\_\_ المتحف الوطني  
 N *él-mathaf él-harbi* \_\_\_\_\_ المتحف الحربي  
 O *él-bariid él-markazi* \_\_\_\_\_ البريد المركزي  
 P *mhattet él-qitaar él-Hijaaz* \_\_\_\_\_ محطة القطار الحجاز  
 Q *maktab él-hijraw él-jawaazaat* \_\_\_\_\_ مكتب الهجرة و الجوازات  
 R *kniiset él-laatiin* \_\_\_\_\_ كنيسة اللاتين  
 S *maktab és-siyaaha* \_\_\_\_\_ مكتب السياحة  
 T *él-masraf él-markazi* \_\_\_\_\_ المصرف المركزي  
 U *méstashfa ét-télyaaani* \_\_\_\_\_ مستشفى الطلياني  
 V *saahet ésh-shuhada'* \_\_\_\_\_ ساحة الشهداء  
 W *él-qal'a* \_\_\_\_\_ القلعة  
 X *suuq él-Hamiidiyye* \_\_\_\_\_ سوق الحميدية  
 Y *él-jaam'c él-Omawi* \_\_\_\_\_ الجامع الأموي  
 Z *qahwet én-Noofara* \_\_\_\_\_ قهوة النوفرة

**Legend: Write the Arabic next to the appropriate symbol on the map.**

- nah'r* \_\_\_\_\_ نهر  
*saaha* \_\_\_\_\_ ساحة  
*suur él-madiine él-qadiime* \_\_\_\_\_ سور المدينة القديمة  
*ishaaret él-méruur* \_\_\_\_\_ إشارة المرور  
*jineene, hadiqa* \_\_\_\_\_ جنيئة، حديقة

A stylized, high-contrast black and white map of Baghdad, Iraq, showing a complex network of roads and landmarks. The map is labeled with letters A through Z and includes Arabic text for various locations. Key features include the 'AUTOSTRAAD' (Autospeedway) on the left, the 'BAGDAD ST' (Baghdad Street) running diagonally, and the 'W' (Walled City) in the lower right. Other landmarks include the 'U' (University), 'R' (Rasheed), 'T' (Taj Mahal), 'S' (Saddam), 'V' (Village), 'X' (X-ray), 'Y' (Yemen), and 'Z' (Zoo). The map also shows the 'A' (Airport), 'B' (Bank), 'C' (Cinema), 'D' (Downtown), 'E' (Embassy), 'F' (Fountain), 'G' (Garden), 'H' (Hotel), 'I' (Institution), 'J' (Jail), 'K' (Kitchen), 'L' (Library), 'M' (Market), 'N' (Newspaper), 'O' (Office), 'P' (Park), 'Q' (Quarry), 'R' (Rasheed), 'S' (Saddam), 'T' (Taj Mahal), 'U' (University), 'V' (Village), 'W' (Walled City), 'X' (X-ray), 'Y' (Yemen), and 'Z' (Zoo).





**FUNCTION B: CATCHING A TAXI**

**GIVING DIRECTIONS** ♣ Below are some useful expressions for directing a taxi.

<i>shaghghel él-عaddaad</i>	turn the meter on	شغل العداد
<i>rooh...</i>	go...	روح...
<i>...dégghri</i>	...straight ahead	...دغري
<i>...qéddaaam shwayye</i>	...a little further	...قدام شوية
<i>...la (s-saaha)</i>	...to (the circle)	...لـ (الساحة)
<i>baʿdeen</i>	then, after	بعدين
<i>léff عa-...</i>	turn to	لف ع...
<i>...él-yamiin</i>	...the right	...اليمين
<i>...él-yasaar</i>	...the left	...اليسار
<i>...ésh-shmaal</i>	...the left	...الشمال
<i>léff عand...</i>	turn at...	لف عند...
<i>...ishaaret él-méruur</i>	...the traffic lights	...إشارة المرور
<i>...awwal ishaaret méruur</i>	...the first traffic lights	...أول إشارة مرور
<i>...taani ishaaret méruur</i>	...the second traffic lights	...ثاني إشارة مرور
<i>...aakher ishaaret méruur</i>	...the last traffic lights	...آخر إشارة مرور
<i>khud...</i>	take...	خذ...
<i>...awwal dakhle عa-l-yamiin</i>	...the first turn on the right	...أول دخلة عاليمين
<i>hoon عandak</i>	stop here	هون عندك

The second commonly used word for “left” *ésh-shmaal* الشمال actually means “north” because when someone faces Mecca in the east, north is on the left.

It is best not to give overly complicated directions to a taxi driver. The most effective method is to give ONE direction just before you need it.



**1. Listen to the conversation and fill in the missing words.**

- A *taksi! él-majles éth-thaqafi*      أ تكسي! المجلس الثقافي  
*lé-briitaani iza bétriid.*      البريطاني إذا بتريد.
- B \_\_\_\_\_ *él-majles?*      ب \_\_\_\_\_ المجلس؟
- A *b-Abu Renmaane.*      أ بأبو رمانة.
- \_\_\_\_\_ *dégghri w baʿdeen*      \_\_\_\_\_ دغري و بعدين  
*léff \_\_\_\_\_*      لَفَّ \_\_\_\_\_  
*عand ishaaret él-méruur.*      عند إشارة المرور.  
 \_\_\_\_\_ *عandak iza bétriid.*      \_\_\_\_\_ عندك إذا بتريد.
- A *tékrami.*      ب تكرمي.
- B *shukran.*      أ شكراً.



2. Write directions from the British Council to your house (use Map 3 as reference if necessary). Make your directions as simple as possible.

Now practise directing someone to your house. The person being directed should either draw a map or make notes of the directions below, or trace their finger along a map, until the destination is reached.

**FUNCTION C: EXPRESSING EXISTENCE**

**HERE AND THERE** ➡ LOCATION is expressed by the words

<i>hoon</i>	here	هون
<i>huniik</i>	there	هونيڪ

while

<i>fii</i>	there (is, are)	في
------------	-----------------	----

expresses the EXISTENCE of the object, rather than its location. Remember that in simple Arabic sentences the verb "to be" is not used. Compare these sentences

<i>él-talifoon huniik.</i>	the telephone is <u>over there</u> .	التليفون هونيڪ.
<i>fii talifoon.</i>	<u>there is</u> a telephone.	في تليفون.
<i>fii talifoon huniik.</i>	<u>there is</u> a telephone <u>there</u> .	في تليفون هونيڪ.

**IS THERE...?** ➡ A question can be made by simply raising the tone of your voice at the end of the sentence. The words and their order remain exactly the same, for example

<i>fii talifoon...?</i>	is there a telephone...?	في تليفون...؟
<i>(...qariib mén hoon)?</i>	(...near here?)	(...قريب من هون؟)

You can answer this question in two ways, either

<i>ee, fii...</i>	yes, there is....	ايه، في...
<i>(...leeko, huniik)</i>	(...look, over there)	(...ليكه هونيڪ.)

or you can negate *fii* في by simply adding *maa* ما before the word

<i>la, maa fii.</i>	no, there isn't.	لا، ما في.
---------------------	------------------	------------

One of the most common expressions using *fii* في is

<i>maa fii mésh'kle!</i>	(there is) no problem !	ما في مشكلة!
--------------------------	-------------------------	--------------

**1. Look at Map 2 and circle the correct answer, for example**

*fii féndoq? ee fii / (la ma fii.)* في فندق؟ ايه في / لا ما في.

- |                                              |                               |
|----------------------------------------------|-------------------------------|
| a. <i>fii jaame? ee fii / la ma fii.</i>     | في جامع؟ ايه في / لا ما في.   |
| b. <i>fii safaara? ee fii / la ma fii.</i>   | في سفارة؟ ايه في / لا ما في.  |
| c. <i>fii méstashfa? ee fii / la ma fii.</i> | في مستشفى؟ ايه في / لا ما في. |
| d. <i>fii maṭaar? ee fii / la ma fii.</i>    | في مطار؟ ايه في / لا ما في.   |
| e. <i>fii maktabe? ee fii / la ma fii.</i>   | في مكتبة؟ ايه في / لا ما في.  |
| f. <i>fii maṭ'am? ee fii / la ma fii.</i>    | في مطعم؟ ايه في / لا ما في.   |

**2. Look at Map 2 and answer the questions below. Be as detailed as possible.**

- a. *shu fii b-shaare Baghdad?* شو في بشارع بغداد؟
- b. *shu fii b-shaare 29 Ayaar?* شو في بشارع ٢٩ أيار؟
- c. *shu fii b-shaare el-aaabed?* شو في بشارع العابد؟
- d. *shu fii b-shaare Bakistaan?* شو في بشارع باكستان؟
- e. *shu fii b-shaare es-Sawra?* شو في بشارع الثورة؟
- f. *shu fii b-saahet es-Saba Bahraat?* شو في ساحة السبع بحراب؟

**POINTING TO THINGS** ➡ If you want to point to something and say "look, there it is!" you can use the expression

*leeko, huniik!*

Look, over there!

ليكه هونيك

if you are pointing to a masculine object such as a hotel, restaurant or telephone. If you are pointing to a feminine object such as an embassy, hospital or station you must attach the feminine pronoun, for example

*leeka, huniik!*

Look, over there!

ليكها هونيك



**3. Listen to the conversation and fill in the missing words.**

A *afwan. fii méstashfa*

أ عفواً. في مستشفى

*qariib \_\_\_\_\_ hoon?*

ب قريب \_\_\_\_\_ هون؟

B *ee fii, \_\_\_\_\_ huniik.*

ب ايه في، \_\_\_\_\_ هونيك.

*\_\_\_\_\_ lé-kniise w él-kaaziyye.*

\_\_\_\_\_ الكنيسة و الكازيية

A *shukran ktiir.*

أ شكراً كثير.

B \_\_\_\_\_

ب \_\_\_\_\_

**4. Draw a line between the Arabic word and its picture, for example**

a. *maşraf*



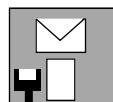
مصرف

b. *bariid*



بريد

c. *maṭeam*



مطعم

d. *talifoon*



تليفون

e. *maktabe*



مكتبة

f. *ineene*



جنيّة

g. *makhfar*



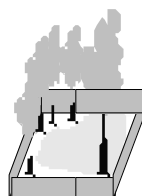
مخفر

h. *maṭaar*



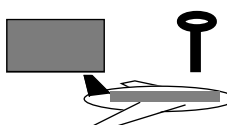
مطار

i. *kniise*



كنيسة

j. *kaaziyye*



كازيية

Now work with a teacher or classmate and refer to Map 2. Imagine you are on the circle. Take it in turns to ask if these facilities are nearby.

**FUNCTION D: PAYING FOR THE TAXI**

**COUNTING IN HUNDREDS** ♦ When you simply count in Arabic you use slightly different numbers to when you count money and other objects. First memorise the numbers you use to count.



1. Listen to these numbers then practise counting hundreds.

100	<i>miyye</i>	مئة	١٠٠
200	<i>miiteen</i>	ميتين	٢٠٠
300	<i>tlaat miyye</i>	ثلاث مئة	٣٠٠
400	<i>arbaʿ miyye</i>	أربع مئة	٤٠٠
500	<i>khamʿs miyye</i>	خمس مئة	٥٠٠
600	<i>sétt miyye</i>	ست مئة	٦٠٠
700	<i>sabeʿ miyye</i>	سبع مئة	٧٠٠
800	<i>tmaan miyye</i>	ثمان مئة	٨٠٠
900	<i>téseʿ miyye</i>	تسع مئة	٩٠٠

**PAYING IN HUNDREDS** ♦ When you want to count money for example, the *taa marbuʿta* ة or ء at the end of *miyye* مئة is pronounced as a 't', which changes the pronunciation of the whole word to *miit* مئة. This means that 100 lira is pronounced *miit leera* مئة ليرة and not *miyye leera* مئة ليرة. Note that the Arabic script does not change.



2. Listen to these numbers then practise saying prices.

100 SYP	<i>miit leera</i>	مئة ليرة	١٠٠
200 SYP	<i>miiteen leera</i>	ميتين ليرة	٢٠٠
300 SYP	<i>tlaat miit leera</i>	ثلاث مئة ليرة	٣٠٠
400 SYP	<i>arbaʿ miit leera</i>	أربع مئة ليرة	٤٠٠
500 SYP	<i>khamʿs miit leera</i>	خمس مئة ليرة	٥٠٠
600 SYP	<i>sétt miit leera</i>	ست مئة ليرة	٦٠٠
700 SYP	<i>sabeʿ miit leera</i>	سبع مئة ليرة	٧٠٠
800 SYP	<i>tmaan miit leera</i>	ثمان مئة ليرة	٨٠٠
900 SYP	<i>téseʿ miit leera</i>	تسع مئة ليرة	٩٠٠

**HOW MUCH DO I OWE YOU?** ♦ You have already used *ḡaddeesh* قديش to ask for the time. *ḡaddeesh* قديش is most commonly used for asking prices, for example

*ḡaddeesh bétriid?* how much will that be? قديش بتريد؟

which literally means “how much do you want?” but is far more polite than the English sounds. The mood is closer to “How much will that be?” or “How much do I owe you?” Another commonly used expression is

*ḡaddeesh haqqo?* how much is due for it (m)? قديش حقّه؟

*ḡaddeesh haqqa?* how much is due for it (f)? قديش حقّها؟



**3. Listen to the conversation and fill in the amount you hear.**

A *ḡaddeesh bétriid?* قديش بتريد؟

B *bass \_\_\_\_\_ leera.* بس \_\_\_\_\_ ليرة.

A *tfaddal, hayy \_\_\_\_\_ leera.* تفضل. هيّ \_\_\_\_\_ ليرة.

B *shukran.* شكراً.

**Now practise the conversation using the following amounts.**

a. ٥٠٠

b. ١٠٠

c. ٢٠٠

d. ٧٠٠

e. ٥٠

f. ٣٥

g. ٢٠٠

h. ٦٠

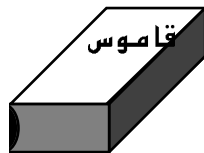
**FUNCTION E: EXPRESSING POSSESSION IN THE CLASSROOM**

**A REMINDER ABOUT FEMININE NOUNS** ♣ Remember that most feminine nouns end in a *taa marbuuʿa* ة or ة which is pronounced as either ‘a’ or ‘e’.

**1. Say these words and write (f) next to all the feminine words in the list.**

<i>éstaaz (-e)</i>	a professor, teacher	أستاذ (ة)
<i>saff</i>	a classroom	صف
<i>baab</i>	a door	باب
<i>shébbak</i>	a window	شباك
<i>kérsi</i>	a chair	كرسي
<i>ṭaawle</i>	a desk	طاولة
<i>looh</i>	a board	لوح
<i>shanta, shantaaye</i>	a bag	شنطة، شنطاية
<i>ktab</i>	a book	كتاب
<i>qalam</i>	a pen	قلم
<i>warqa</i>	(a piece of) paper	ورقة
<i>daftar</i>	a notebook	دفتر
<i>qaamuus</i>	a dictionary	قاموس
<i>suura</i>	a picture	صورة
<i>jariide</i>	a newspaper	جريدة
<i>majalle</i>	a magazine	مجلة
<i>kaaseet</i>	a cassette tape	كاسيت

**2. Point to things in your own classroom and ask what the object is, for example.**



A *shu haada?*

أ شو هذا؟

B *haada qaamuus ʿarabi-éngliizi.*

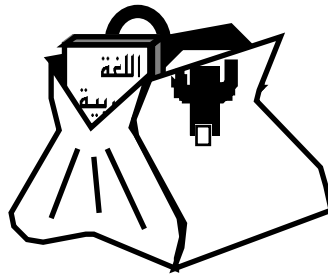
ب هذا قاموس عربي-إنكليزي.

A *w shu hayy?*

أ و شو هي؟

B *hayy shantaaye.*

ب هي شنطاية.



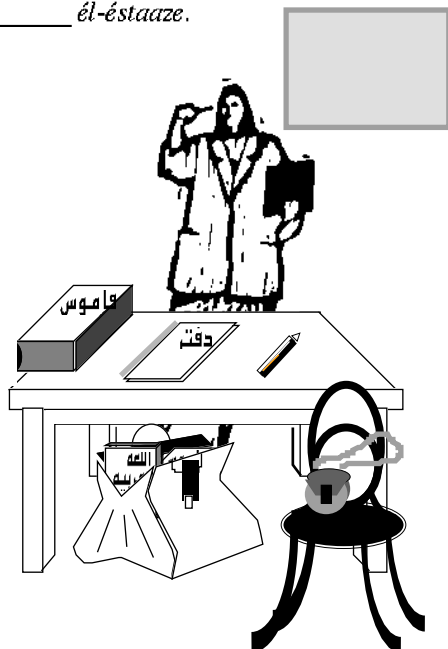
**PREPOSITIONS** ♦ Below are some useful prepositions for the classroom.

<i>b-</i>	on, in, at	بـ
<i>ʿala, ʿa (+l-)</i>	on	على، عـ (الـ)
<i>taḥt</i>	under	تحت
<i>foʿq</i>	over	فوق
<i>ʿéddaam</i>	in front of	قدام
<i>wara</i>	behind	ورا
<i>janb</i>	next to	جنب
<i>been</i>	between	بين
<i>mwaajeh</i>	opposite	مواجه

عـ a, the abbreviated form of على *ʿala* (on), is used before a word beginning with *él-* الـ. If the word does not begin with *él-* الـ you must use the full word على *ʿala*.

**3. Look at the picture and complete the sentences using one a preposition, for example**

- eg *éd-daftar ʿa-t-taawle.* الدفتر عالطاولة.
- a. *él-qaamuus \_\_\_\_\_ éd-daftar.* القاموس \_\_\_\_\_ الدفتر.
- b. *éd-daftar \_\_\_\_\_ él-qaamuus w él-qalam.* الدفتر \_\_\_\_\_ القاموس و القلم.
- c. *ésh-shantaaye lé-kbiire \_\_\_\_\_ ét-taawle.* الشنتاية الكبيرة \_\_\_\_\_ الطاولة.
- d. *lé-ktab \_\_\_\_\_ ésh-shantaaye lé-kbiire.* الكتاب \_\_\_\_\_ الشنتاية الكبيرة.
- e. *ésh-shantaaye lé-sghiiire \_\_\_\_\_ él-kérsi.* الشنتاية الصغيرة \_\_\_\_\_ الكرسي.
- f. *él-kérsi \_\_\_\_\_ ét-taawle.* الكرسي \_\_\_\_\_ الطاولة.
- g. *él-éstaaze, \_\_\_\_\_ ét-taawle.* الأستاذة \_\_\_\_\_ الطاولة.
- h. *és-suura \_\_\_\_\_ él-éstaaze.* الصورة \_\_\_\_\_ الأستاذة.



**4. Now describe where people and things are in your own classroom.**



**MORE ADJECTIVES** ♦ Below are some adjectives useful to describe your classroom, classmates and teacher.

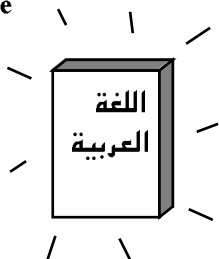
<i>tqil / tqile</i>	heavy	ثَقِيل / ثقيلة
<i>khafuf / khafufe</i>	light	خَفِيف / خفيفة
<i>smiik / smiike</i>	thick	سَمِيك / سميقة
<i>rqiq / rqiqa</i>	thin (non-human only)	رَقِيق / رقيقة
<i>qadiim / qadiime</i>	old (non-human only)	قَدِيم / قديمة
<i>idiid / idiide</i>	new	جَدِيد / جديدة
<i>ariid / ariide</i>	wide	عَرِيض / عريضة
<i>dayyeq / dayyeqa</i>	tight, narrow	ضَيِّق / ضيقة
<i>waasaq / waasaqa</i>	loose	وَاسِع / واسعة
<i>ghaali / ghaalye</i>	expensive	غَالِي / غالية
<i>rkhiis / rkhiisa</i>	cheap	رَخِيص / رخيصة
<i>kbiir / kbiire</i>	big, old (human)	كَبِير / كبيرة
<i>sghiiir / sghiiire</i>	small, young (human)	صَغِير / صغيرة
<i>ghani / ghaniyye</i>	rich	غَنِي / غنية
<i>faqiir / faqiira</i>	poor	فَقِير / فقيرة
<i>smiin / smiine</i>	fat	سَمِين / سميئة
<i>nahiif / nahiife</i>	thin (human)	نَحِيف / نحيفة
<i>tawiil / tawiile</i>	long, tall	طَوِيل / طويلة
<i>qasiir / qasiire</i>	short	قَصِير / قصيرة
<i>helu / helwe</i>	beautiful, pretty, sweet	حَلْو / حلوة
<i>beshq / beshqa</i>	ugly	بَشَع / بشعة
<i>zaki / zakiyye</i>	clever	ذَكِي / ذكية
<i>ghabi / ghabiyye</i>	stupid	غَبِي / غبية

**5. Circle the masculine or feminine form of the adjective to describe these items and people.**

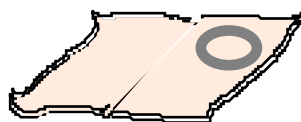
- eg *éstaaze: helu / (helwe)* أستاذة: حلو / حلوة
- a. *qaanuus: smiik / smiike* قاموس: سميك / سميقة
- b. *warraqa: rqiq / rqiqa* ورقة: رقيق / رقيقة
- c. *taawle: tqil / tqile* طاولة: ثقل / ثقيلة
- d. *kérsi: khafuf / khafufe* كرسي: خفيف / خفيفة
- e. *majalle: ghaali / ghaalye* مجلة: غالي / غالية
- f. *qalam: rkhiis / rkhiisa* قلم: رخيص / رخيصة
- g. *suura: qadiim / qadiime* صورة: قديم / قديمة
- h. *shanta: idiid / idiide* شنتة: جديد / جديدة
- i. *éstaaz faqiir / faqiira* أستاذ: فقير / فقيرة
- j. *mɛallme: ghani / ghaniyye* معلمة: غني / غنية

**A REMINDER ABOUT NOUNS AND ADJECTIVES** ♦ Remember that adjectives follow the noun they describe and must match the noun exactly in gender (masculine or feminine), number (single or plural) and definiteness (*él-* or non-*él*).

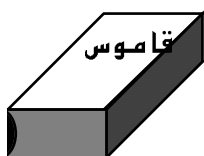
**6. Look at the pictures and describe the following items with an adjective, for example**



eg *ktāb jdiid* كتاب جديد



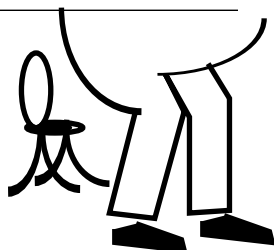
a. \_\_\_\_\_



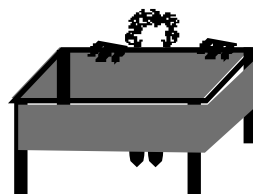
b. \_\_\_\_\_



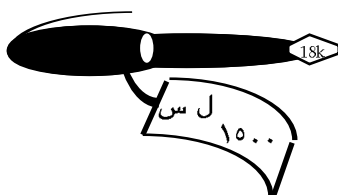
c. \_\_\_\_\_



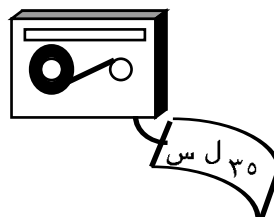
d. \_\_\_\_\_



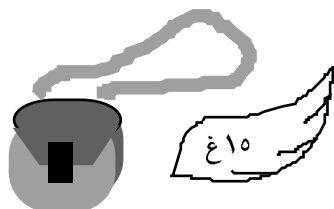
e. \_\_\_\_\_



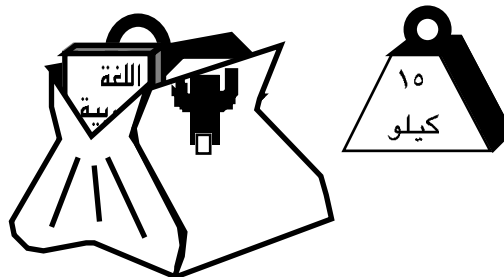
f. \_\_\_\_\_



g. \_\_\_\_\_



h. \_\_\_\_\_



i. \_\_\_\_\_

**POSSESSION USING THE IDAAFA** ➡ One of the most common ways to express possession in Arabic is with an 'idaafa'. An *idaafa* is simply

NOUN + NOUN

*ktāb él-éstaaz*

the book of the teacher

كتاب الأستاذ

Note the first noun does not begin with *él-* ال while the second one does. The sentence does not however mean "a book of the teacher". Even though the first noun of the *idaafa* looks indefinite (ie it does not begin with *él-* ال), because the last noun is definite (ie it begins with *él-* ال or is a proper name) the *idaafa* as a whole is considered definite. This means that if you wish to describe any part of it using an adjective, the adjective must be also definite, for example

*ktāb él-éstaaz lé-jdiid*

the new book of the teacher

كتاب الأستاذ الجديد

There is no limit to the number of nouns you can string together in an *idaafa*, for example

*ktāb éstaaz él-ʿarabi*

كتاب أستاذ العربي.

the book of the teacher of Arabic.

Note that no matter how many nouns you have in an *idaafa*, ONLY THE LAST NOUN BEGINS WITH *él-* ال. Ideas such as "a book of a teacher", "a book of the teacher" or "the book of a teacher" are not expressed with a simple *idaafa* construction in Syrian Arabic.

The other very important characteristic of the *idaafa* is that if the a noun ends with a *taa marbuuta* ة or ؃, like *majalle* مجلة (a magazine), the *taa marbuuta* is pronounced as an 'et', for example

*majallet él-éstaaz*

the magazine of the teacher

مجلة الأستاذ

*majallet él-éstaaz lé-jdiide*

the new magazine

مجلة الأستاذ الجديدة

of the teacher

We have already come across several examples of this:

*saahet él-omawiyyin*

the square of the Omayyads

ساحة الامويين

*jaamʿet Dimashq*

the university of Damascus

جامعة دمشق

*Dimashq* دمشق of course does not begin with *él-* ال because it is a proper noun and is therefore already definite.

## 7. Look at the pictures and answer the questions, for example

A *qalam miin haada?*

B *haada qalam él-éstaaze.*

أ قلم مين هذا؟

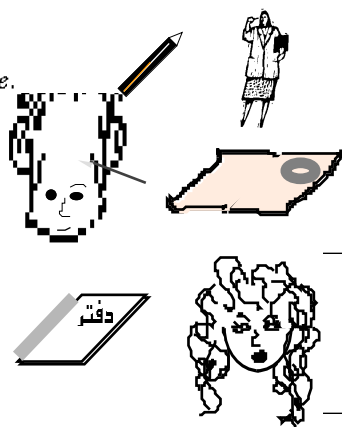
ب هذا قلم الأستاذة.

a. *ktāb miin haada?*

كتاب مين هذا؟

b. *daftar miin haada?*

دفتر مين هذا؟



c. *kérsi miin haada?*

\_\_\_\_\_

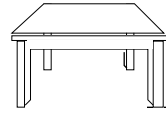


كرسي مين هدا؟

\_\_\_\_\_

d. *ṭaawlet miin hayy?*

\_\_\_\_\_



طاولة مين هي؟

\_\_\_\_\_

e. *shantaayet miin hayy?*

\_\_\_\_\_



شنتاية مين هي؟

\_\_\_\_\_

f. *qaamuus miin haada?*

\_\_\_\_\_



قاموس مين هدا؟

\_\_\_\_\_

g. *kaasaat miin haada?*

\_\_\_\_\_



كاسيت مين هدا؟

\_\_\_\_\_

h. *ṣuuret miin hayy?*

\_\_\_\_\_

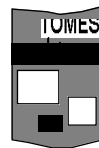


صورة مين هي؟

\_\_\_\_\_

i. *jariidet miin hayy?*

\_\_\_\_\_



جريدة مين هي؟

\_\_\_\_\_

j. *majallet miin hayy?*

\_\_\_\_\_



مجلة مين هي؟

\_\_\_\_\_

**THE IDAAFA VERSUS NOUN + ADJECTIVE** ♦♦ Compare NOUN + ADJECTIVE constructions with NOUN + NOUN *idaafas*

<i>ktaab jdiid</i>	a new book	كتاب جديد
<i>lé-ktaab lé-jdiid</i>	the new book	الكتاب الجديد
<i>ktaab él-éstaaze</i>	the book of the teacher	كتاب الأستاذة
<i>ktaab él-éstaaze lé-jdiid</i>	the new book of the teacher	كتاب الأستاذة الجديد

and with a feminine word ending in a *taa marbuuta*

<i>majalle jdiide</i>	a new magazine	مجلة جديدة
<i>él-majalle lé-jdiide</i>	the new magazine	المجلة الجديدة
<i>majallet él-éstaaz</i>	the magazine of the teacher	مجلة الأستاذ
<i>majallet él-éstaaz lé-jdiide</i>	the new magazine of the teacher	مجلة الأستاذ الجديدة

**SPLIT IDAAFAS** ♦♦ Sometimes it will not be clear which noun the adjective is describing, for example the sentences

*haada ktaab él-éstaaz lé-jdiid*      هذا كتاب الأستاذ الجديد.

could mean either “This is the new book of the teacher” or “This is the book of the new teacher” and,

*hayy sayyaaret él-éstaaze lé-jdiide*      هي سيارة الأستاذة الجديدة.

could mean either “This is the car of the new teacher”, or “This is the new car of the teacher”. To avoid confusion the preposition *la-* (also pronounced *lé-*) لـ (to) is used to “split” the *idaafa*, for example

*haada lé-ktaab lé-jdiid l-él-éstaaz*      هذا الكتاب الجديد للأستاذ.

This is the new book of the teacher.

or

*haada lé-ktaab l-él-éstaaz lé-jdiid*      هذا الكتاب للأستاذ الجديد.

This is the book of the new teacher.

and

*hayy és-sayyaara lé-jdiide l-él-éstaaze*      هي السيارة الجديدة للأستاذة.

This is the new car of the teacher.

or

*hayy és-sayyaara l-él-éstaaze lé-jdiide*      هي السيارة للأستاذة الجديدة.

This is the car of the new teacher.

Note that when *la-* لـ (to) is attached to a noun beginning with the definite article *él-* ال the *Alif* ا of the definite article is dropped in the Arabic, making the beginning of the word look like this:

*la + él + éstaaz = lé-l-éstaaz*

ل + ال + أستاذ = للأستاذ

*la + lé + mʿallem = lé-l-mʿallem*

ل + ال + معلم = للمعلم



**MORE POSSESSION** ♣ The word *tabaʿ* تبع (belong) is commonly used to emphasise or clarify who owns something. You can use it with a proper noun, noun or attached pronoun, for example

☐ ha-lé-kaab...	This book is...	هالكتاب...
...tabaʿ Emily	...Emily's	...تبع إميلي
...tabaʿ lé-mʿallem	...the teacher's	...تبع المعلم
...tabaʿ i	...mine	...تبعي
...tabaʿ ak	...yours (m)	...تبعك
...tabaʿ ek	...yours (f)	...تبعكِ
...tabaʿ o	...his	...تبعه
...tabaʿ (h)a	...hers	...تبعها

**9. Use *tabaʿ* تبع to explain to whom these items belong, for example**

él-qalam tabaʿ él-éstaaze.

القلم تبع الأستاذة.



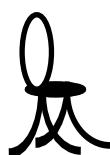
a. \_\_\_\_\_



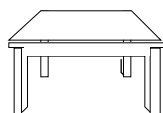
b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_



# QUESTION WORDS “WHO” AND “WHOSE” ♦♦ You can use the question word

miin

who

مين

after *tabaʕ* تابع or the preposition *la-* لـ (to) to ask “whose”, for example

*tabaʕ miin ha-lé-ktaab?*

whose book is this?

تابع مين هالكتاب؟

*la-miin ha-lé-ktaab?*

whose book is this?

لمين هالكتاب؟

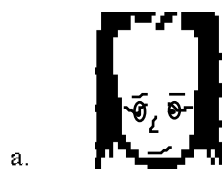
These sentences literally translate as “to whom (is) this book?”.

## 10. Work with a teacher or classmate and ask each other two whom these items belong, for example

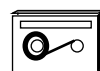
A *la-miin ha-l-ʕalam?*B *ha-l-ʕalam tabaʕ él-éstaaze.*

أ لمين هالقلم؟

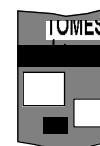
ب هالقلم تابع الأستاذة.



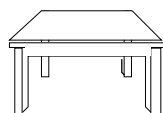
b.



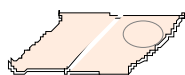
d.



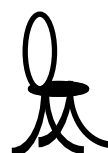
f.



h.



j.



Now ask about items in your own classroom.





11. Listen to the information given about a classroom and the objects in it. Listen to it four times. The first time write down all the items you hear, for example

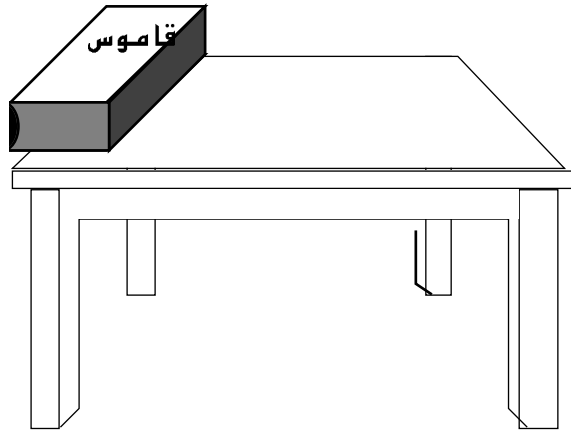
*qaamuus*

قاموس

The second time, note (or draw) where each of the items is located in the classroom, for example

*él-qaamuus a-t-taawle.*

القاموس على الطاولة.



Cover the bottom half of this paper. The third time you listen, write down the owner of each item, for example

eg *él-qaamuus tabaε* *él-éstaaz*

القاموس تبع الأستاذ

a. *lé-kaab tabaε* \_\_\_\_\_ الكتاب تبع

b. *él-qalam tabaε* \_\_\_\_\_ القلم تبع

c. *ésh-shantaaye tabaε* \_\_\_\_\_ الشنتاية تبع

d. *éd-daftar tabaε* \_\_\_\_\_ الدفتر تبع

e. *él-jariide tabaε* \_\_\_\_\_ الجريدة تبع

f. *él-majalle tabaε* \_\_\_\_\_ المجلة تبع

The last time you listen write the adjective you hear describing each item in the space below.

eg *qaamuus él-éstaaz* \_\_\_\_\_ قاموس الأستاذ

g. *kaab ét-ṭaalbe* \_\_\_\_\_ كتاب الطالبة

h. *qalam lé-mwazzaf* \_\_\_\_\_ قلم الموظف

i. *shantaayet ét-ṭabiib* \_\_\_\_\_ شنتاية الطبيب

j. *daftar éš-ṣaḥafī* \_\_\_\_\_ دفتر الصحفي

k. *jariidet lé-mḥandes* \_\_\_\_\_ جريدة المهندس

l. *majallet lé-mmassel* \_\_\_\_\_ مجلة الممثل